

THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED
***ACTIVE ENGLISH 5* FOR THE FIFTH GRADE OF**
ELEMENTARY SCHOOL BASED ON RAJAN'S THEORY



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**THE EVALUATION OF ENGLISH TEXTBOOK ENTITLED
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**Iin Viana Asri
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Abstract

This research paper aims at finding out the compatibility of the English textbook entitled *Active English 5* for the fifth grade of elementary school with the criteria of material design suggested by Rajan.

The researcher applies descriptive research. The object of the research is compatibility the materials of English Textbook Entitled *Active English 5* for the fifth grade of Elementary School with the criteria of Good Material Design by Rajan's Theory. The data of this research are the materials found in English Textbook Entitled *Active English 5* written by Ida Kusuma Dewi, Djatmika, Agus Dwi Priyanto published by PT. Tiga Serangkai Pustaka Mandiri in 2007. The data source is taken from *Active English 5* textbook by Ida Kusuma Dewi, Djatmika, Agus Dwi Priyanto. In collecting data, the writer used documentary analysis as the instrument. The data were analyzed by (1) presenting the materials (2) comparing the materials (3) judging whether the materials of English textbook appropriate with the indicators of good materials design suggested by Sundara Rajan or not.

The result shows that there are ten (10) criteria from eleven (11) criteria of Material Design Suggested by Rajan which is compatible with materials in the textbook. In some case, the writer found the possibilities of several criteria stand in the same page in the textbook. The percentage is 90,90%. It means that the materials in the textbook are very good and compatible with the criteria of Material Design suggested by Rajan. The criteria of Material Design which are found in the textbook involve: 1) Motivating, the percentage is 12,50%. 2) Meaningful, the percentage is 10,93%. 3) Appropriate, the percentage is 4,79%. 4) the percentage is 8,59%. 5) Graded, the percentage is 100%. 6) Interesting, the percentage is 7,03%. 7) Interactive, the percentage is 8,59%. 8) Integrated, the percentage is 70,31%. 9) Contextual, the percentage is 10,16%. 10) Creative, the percentage is 7,03%.

Key words: Compatibility, Textbook Evaluation, Good Material Design

A. Introduction

Background of the Study: English language can be introduced to the students on elementary schools. Learning English is better given to students when they were in elementary school. Learning English may not be so noticeable benefits when the child is still in elementary school, but it will be very useful for the future of the child, to proceed to the next education level because the child is getting supplies at elementary school.

In presenting the learning English materials, the teachers need supporting material to facilitate the delivery of material to the students. So that students can easily understand the material that was submitted by the teacher. Many things can help teachers in presenting the material when teaching learning process. Tomlinson (1998:xi) states that materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.

The most obvious and most common form of material for language instruction comes through textbook. Buckingham (1985) in Tarigan (1993:12) argues that textbook is a book which usually used by teachers to support the teaching learning process in school and university. Textbook are too inflexible to be used directly as instructional material. Allwright (1999) in Fauziati (2010:207) argues that materials should motivate students to learn, that they should be resource books for ideas and activities for instruction/learning, and that they should give teachers rationales for what they do.

Textbooks are for students. Textbooks should not only contain the language skills required by the curriculum but also should match

the needs of students. So the book could be really useful for students. To know the material is good or not good in textbooks, evaluation can be useful for identifying the quality of textbooks. Evaluation is the collection of, analysis and interpretation of information about any aspect of a programmed of education or training as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have. According to Fauziati (2010:209) the evaluation and selection of textbooks is a complex process.

Based on the reason above, the researcher is interested in analyzing the English textbook entitled *Active English 5* for the Fifth Grade Elementary School. The researcher will analyze and compare the good materials design based on Rajan Theory so it will be known the compatibility of the English textbook entitled *Active English 5* for Elementary School with the level of students' or learners' need.

The researcher is interested to choose the evaluation of the English textbook entitled *Active English 5* for the Fifth Grade Elementary School. The researcher is interested in evaluating the materials of English textbook entitled *Active English 5* for the Fifth Grade Elementary School which is useful for teacher and students. **Limitation of the Study** of this study is in the Evaluation of English Textbook Entitled *Active English 5* for the Fifth Grade of Elementary School Based on Rajan's Theory. **Problem Statement** of this study is: Are the materials in English Textbook Entitled *Active English 5* compatible with good material design suggested by Rajan's Theory?, **Objective of the Study** aims to answer the problem statement above, as follow: describing the compatibility of material in English Textbook entitled "Active English 5" with the good materials design by Rajan Criteria.

B. Underlying Theory

1. Notion of Textbook

Textbook is a book which contains educational materials that can help teachers and students in teaching and learning processes. Buckingham (1958:1523) in Tarigan (1986:11) states that textbook is a book which usually used by teachers as a tool to support teaching and learning processes in schools and university. Based on some opinions from the experts about textbook, Tarigan (1986:13) concluded textbook is a book in a specific subject areas which the standard book, compiled by experts in the field for instructional purposes and objectives, which equipped with a means of teaching appropriate and easily understood by the users in schools and universities that can support the teaching and learning program

2. Function of Textbook

According to Greene and Petty (1971:540-2) in Tarigan (1986:17), there are some functions of textbook:

- 1) A textbook should reflect a modern perspective on the presentation of teaching materials.
- 2) A textbook must provide the source material is well organized, varied, according to the needs of students, systematic, and rich of subject matter.
- 3) The material of textbook should present a well organized and staged on expressional skills that brought major problems in communication.
- 4) A textbook should present teaching methods and tools that meet certain criteria.
- 5) A textbook must provide in-depth materials to help the students perform practical exercises and assignments.
- 6) Beside as a source of book, book as well as a source or means of evaluation and remedial suitable also appropriate in teaching and learning processes.

3. Good Textbook Design

Greene and Petty (1971:545-8) in Tarigan (1986:20-21)

explain the criteria of good textbook. There are:

- 1) The textbook must be interested and attractive toward the learners. So, they will be interested in using textbook for study.
- 2) The textbook must be able to motivate the learners to use.
- 3) The content of textbook must be illustrative. So, attractive for the learners.
- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability.
- 5) The content of textbook must be related to the other branch of science.
- 6) The textbook must stimulate the personal activity of the learners.
- 7) The content of textbook must be clear in written to avoid the learners will be confused in using textbook
- 8) The book must have clear point of view because it will be a point of view for the learners in using textbooks
- 9) Textbooks must be able provide the balance and emphasize the values to the learners
- 10) Textbooks must be able to respect the differences individual of each learners.

4. Rajan's Material Design

Good material is very important for the learner. Because a good material can motivate the learner. The criteria of good materials design based on Rajan (2003:iv) like the MAGIC. The meaning of MAGIC is as follows,

- 1) M = Motivating and Meaningful
 - a. Motivating means that a good material can motivate learner to learn themselves. It means the contents of these materials must be able to motivate the learners to learn.

- b. Meaningful means that good materials are useful for the learner. It means the contents of these materials must be able to increase the learning ability of the learners in language.
- 2) A = Authentic and Appropriate
 - a. Authentic means that a good material contain by original language by native speaker. It means the contents of these materials must be able to facilitate students in understanding native speakers and students can learn the language skills of native speakers.
 - a. Appropriate means that a good material suitable for what the learner needed. It means the contents of these materials must be compatible with the learners needed and suitable with the level of each learner.
- 3) G = Graphic and Graded
 - a. Graphic means that a good material displayed with graphic or table will be more interesting.
 - b. Graded means that the material should be systematic range. It means that the material must be arranged from easier to the most difficult.
- 4) I = Interesting, Interactive, and Integrated
 - a. Interesting means that a good material can attract the attention of learner. It means the material must be able to create the attention of the learner.
 - a. Interactive means that a good material should be able to give chance to the learner for giving response.
 - b. Integrated means that good materials consist of Language skill and Language aspects.
- 5) C = Contextualized and Creative
 - a. Contextualized means that a good material should be suitable with time and place (up-to-date). It means that the material must suitable with the learner's activity.
 - b. Creative means that a good material should make the learners more creative.

C. Research Method

In doing this research, the writer uses the descriptive qualitative research. The reason of writer conducts this research is to describe the criteria of Material Design suggested by Rajan find in the textbook. The writer collected the data, and then she descriptively reported the findings. No statistical computation is employed in this study.

The object of the study is compatibility the materials of English Textbook Entitled *Active English 5* for the fifth grade of Elementary School written by Ida Kusuma Dewi, Djatmika, Agus Dwi Priyanto published by PT. Tiga Serangkai Pustaka Mandiri in 2007 with the criteria of Good Material Design by Rajan's Theory.

The writer uses document as the method of collecting the data in this research. The data are taken from *Active English 5* and English Textbook for the fifth grade of Elementary School written by Ida Kusuma Dewi, Djatmika, and Agus Dwi Priyanto.

The writer analyzed the textbook by doing some step, as follow: Finding out English material provided in the textbooks, after that identified the English material, classifying the materials, coding the data, comparing the English materials in the textbook with the criteria of good materials design by Rajan, and the last gives the percentage to judge whether the English textbook is compatible with the Criteria if Good Material Design by Rajan or not

D. Research Finding and Discussion

1. Research Finding

In this research finding the writer elaborates some points in order to find out the compatibility of the material in *Active English 5*

based on Rajan's criteria. The explanation of those criteria will be explained below.

a. Motivating

U5/AE/P52



The material above is compatible with the criteria of material design suggested by Rajan. This material describes the steps to make noodles. The material above asks students to listen to the teacher's orders. Then the students are asked to draw arrows that connect words with the corresponding object. This material motivates students to learn. The material is also presented with pictures and interesting shapes. So, the students are motivated to answer the questions.

b. Meaningful

U5/EA/P53

Present Continuous Tense	
She eats rice. <i>sehari-hari</i>	= She is eating rice now. sedang dilakukan
She is eating the rice.	= Ia (pr) sedang makan nasi.
He is beating the eggs.	= Ia (lk) sedang mengocok telur.
I am draining the noodle.	= Saya sedang meniriskan mi.
You are pouring the tea.	= Kamu sedang menuangkan teh.
We are helping in the kitchen.	= Kami sedang membantu di dapur.

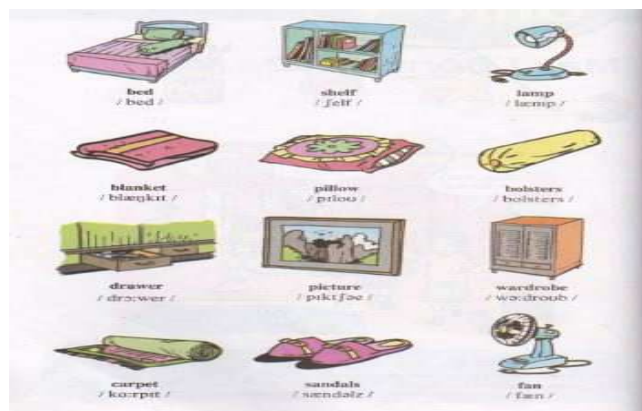
The material above is compatible with the criteria of material design suggested by Rajan because the material can increase the leaning ability of the students. This material is useful for the students. This material describes Present Continuous Tense. The students are also given examples of the use of Present Continuous Tense in the sentence. The students can easily understand Present Continuous Tense. So, the students can use to make a sentence in Daily Activity.

c. Authentic

In the textbook these are no materials which contain the original language by native speaker.

d. Appropriate

U4/EA/P40



This material discusses the objects used in the bedroom. The students can learn vocabulary about things in the bedroom. The students will be easier to learn because they see these objects on every day. The students will be easier to memorize the vocabulary because the material is colorful presented with a picture. This material is suitable with the learner's need. The material above is compatible with the criteria of material design suggested by Rajan.

e. **Graphic**

U6/EA/P66

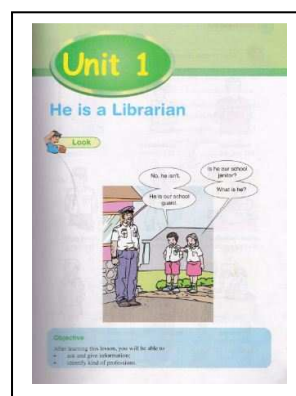
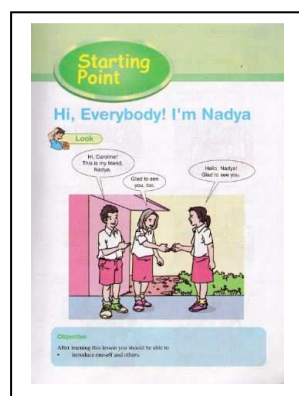
Find the facilities in your town.

Name of Town Bedugai			
Facilities		Location	
supermarket	✓		Pahlawan Street
hospital			
bank			
bus station			
market square			
cinema			
book store			
bakery			
restaurant			

This material is good for the students because it is presented with a table. The students are asked to classify facilities in the city, and then put the classification into an empty column in the table. This table can make students more interested in filling the table. By making tables the student more understand about material. So, the students would be easier to learn. The material above is compatible with the criteria of material design suggested by Rajan.

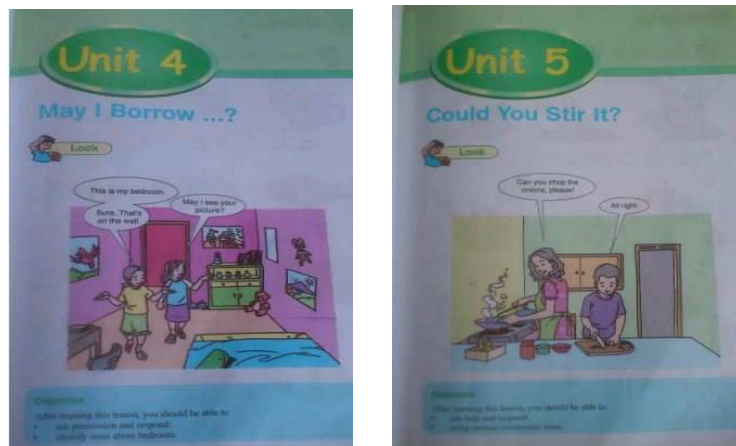
f. **Graded**

U0-1/EA/P1-18



The material on introduction and unit 1 are an easy material for the students. In the introduction, it contains introductory material. The students are expected to introduce themselves and others. In Unit 1, the students are taught about the Library. This material expects the students were able to identify and understand the kind of profession. The students also learn about asking and giving information. Based on the explanation of the two materials it can be concluded that the materials are easier for the students. It uses phrases and vocabulary that is easily understood by the students.

U4-5/EA/P39-49



The material on Units 4 and 5 are at the medium level of material for the student's grade five. In unit 4, the students are asked to identify the noun about bedroom. This material also describes asking permission and giving respond. In Unit 5, the students are required to understand the Present Continuous Tense. This material also describes asking help and its respond. The materials described in Unit 4 and 5

belong to the medium level because it is not difficult for the students and presented with simple sentence.

U11,13/EA/P103,129

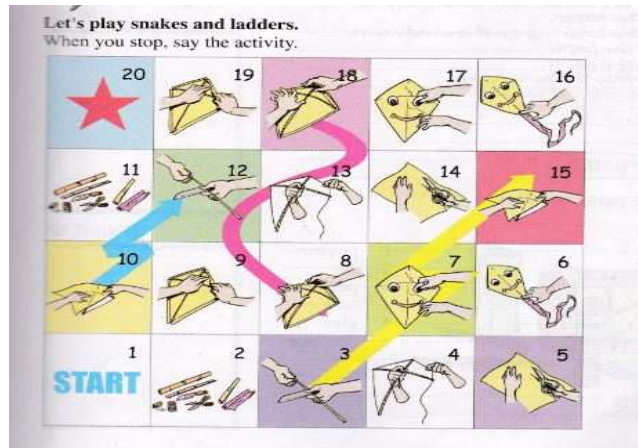


Unit 11 and 13 are difficult materials for the students. In Unit 11, students are asked to learn Future tense. Although it is still a simple sentence, but the students Grade five still have difficulties. Students also learn the words on camping. In Unit 13, the material describes about words on personalities and asks for clarification. This material is presented with a long text and difficult vocabulary. So, the materials in Units 11 and 13 can be categorized into difficult materials.

Based on the explanation above it can be concluded that material at Active English 5 is arranged systematically because the material presented from the easy to medium and the last is difficult material. So, the material above is compatible with the criteria of material design suggested by Rajan.

g. Interesting

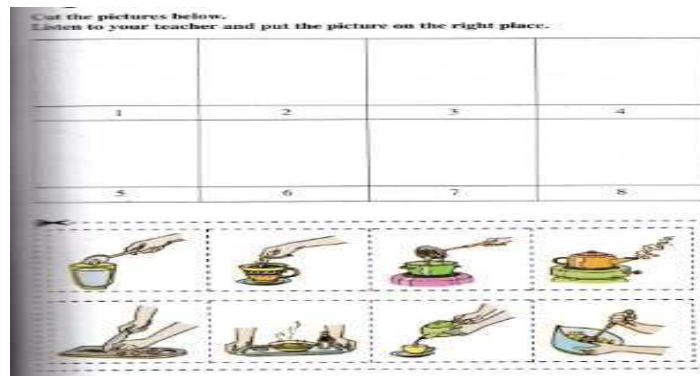
U3/EA/P35



This material describes the process of making a kite. Students were asked to combine images using snake and ladders. After that, students are asked to describe the activities that exist based on the image. This material can attract the attention of students because these materials have interesting colorful pictures. So, the material above is compatible with the criteria of material design suggested by Rajan.

h. Interactive

U5/EA/P51




This material gives chance to the students to respond. So, the material above is compatible with the criteria of material design suggested by Rajan. In this material the teacher gives instructions to students, while students give reply to the instruction. In this material the teacher mentions some clues based on the picture. And the students put a picture appropriate with the order by the teacher.


i. Integrated

U8/EA/P82-85


Listen and Repeat




I always do my homework at night. / 's:hwenz /




I never eat bubble gum. / 'nevə(r) /




I sometimes eat bread for breakfast. / 'sɔ:mtaɪnz /



I rarely drink coffee. / 'reəli /



I usually play football on Sunday. / 'ju:ʒuəli /



I often read English book. / 'ɒftən /

Read

Strange Twins

Dino and Doni are twins. But, they are very different. Dino always wakes up late. But, he is never late for school. Doni always wakes up early. But, he often late for school.

Dino likes football. He often play football on Sundays. He sometimes watches football match on TV. Doni does not like football. He likes swimming. He usually go swimming on Sundays. Dino always does his homework after lunch. Doni usually does his homework at night.



Write

My Activities

I have a routine for my activities. I always get up at 5.30 in the morning. I _____ get up late, because I always set my alarm clock. _____, I take a bath before I have breakfast. But, I _____ have breakfast before I take a bath. Then, I go to school. I _____ go together with my brother. He is in year 3. My teacher _____ gives me homework. I _____ do the homework with my friends. After school, I usually take a nap. I _____ play outside.


rarely often never always usually sometimes

This material is suitable because this material contains four language skills. So, the material above is compatible with the criteria of material design suggested by

Rajan. This material describes daily activity. This material contains listening, speaking, reading and writing skills. This material asks students to listen the teacher's explanation based on the sentence in the picture 1; this material explains that the students' ability to listen is listening skill. Then after listening, the students are asking to repeat orally. The students' ability to speak is speaking skill.

In the picture 2 explain about reading skill. This text is easier for students to understand each sentence about daily activity. The students' ability to read this text is reading skill. The last picture is explained about writing skill. This material asks students to fill in the blank the sentences with the correct word under the text. The students will be able to understand about the material. The students' ability to write is writing skill.

j. Contextual
U4/EA/P42



Read

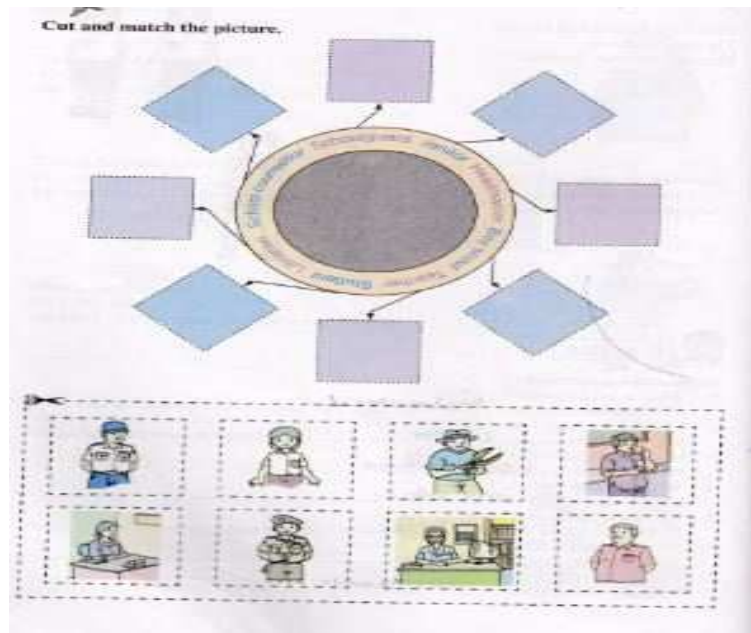
My bedroom

I like my bedroom very much.
It is small but clean.
I always tidy it up.
I have one bed and one table in the bedroom.
On the bed, I have two pillows.
I put my bolster between the pillows.
I always fold my blanket and put it under my pillow.
On the wall, I have a picture.
It is above the bed, beside the door.
I have a fan on the table.
The lamp is above the table.

This material describes bed room. In this material there is a text that explains the student's activities that are done in the bedroom. The students can increase their vocabulary of the items on the bed room and easy to understand the material. The material is suitable with time and place because students do activities every day. So, the material above is compatible with the criteria of material design suggested by Rajan.

k. Creative

U1/EA/P14



This material describes kind of occupation at school. The students are required to cut the picture and connect it with the appropriate words. The Students can easier to understand with the material. This material makes the students more creative because the students can answer this question and play with the picture. So, the material above is

compatible with the criteria of material design suggested by Rajan.

2. Discussion of the Finding

In criteria of material Design Suggested by Rajan, there are eleven criteria. After analyzing materials in the textbook, the writer found ten (10) criteria from eleven (11) criteria of Material Design Suggested by Rajan which is compatible with materials in the Textbook. In some cases, the writer found the possibilities of several criteria stand in the same page on this book. The percentage of these criteria in the Active English 5 textbook is 90,91%. It means that the materials in the textbook are very good and compatible with the criteria of Material Design suggested by Rajan.

Based on the research finding, the writer analyzes the materials of the textbook entitled “Active English 5” compares with criteria material design suggested by Rajan. The writer wants to discuss the findings that are developed in the textbook Active English 5 as follows:

a. Motivating

These criteria are found in English textbook entitled “Active English 5” has 16 pages from 128 pages. So, the percentages of motivating criteria in the English textbook are 12,50%.

b. Meaningful

These criteria are found in English textbook entitled “Active English 5” has 14 pages from 128 pages. So, the percentages of meaningful criteria in the English textbook are 10,93%.

c. Appropriate

These criteria are found in English textbook entitled “Active English 5” has 6 pages from 128 pages. So, the percentages of appropriate criteria in the English textbook are 4,79%.

d. Graphic

These criteria are found in English textbook entitled “Active English 5” has 11 pages from 128 pages. So, the percentages of graphic criteria in the English textbook are 8,59%.

e. Graded

These criteria are found in English textbook entitled “Active English 5” has 13 units from 13 units. So, the percentages of graded criteria in the English textbook are 100%.

f. Interesting

These criteria are found in English textbook entitled “Active English 5” has 9 pages from 128 pages. So, the percentages of interesting criteria in the English textbook are 7,03%.

g. Interactive

These criteria are found in English textbook entitled “Active English 5” has 11 pages from 128 pages. So, the percentages of Interactive criteria in the English textbook are 8,59%.

h. Integrated

These criteria are found in English textbook entitled “Active English 5” has 90 pages from 128 pages. So, the percentages of integrated criteria in the English textbook are 70,31%.

i. Contextual

These criteria are found in English textbook entitled “Active English 5” has 13 pages from 128 pages. So, the percentages of contextual criteria in the English textbook are 10,16%.

j. Creative

These criteria are found in English textbook entitled “Active English 5” has 9 pages from 128 pages. So, the percentages of motivating criteria in the English textbook are 7,03%.

E. Conclusion and Suggestion

1. Conclusion

After doing several analysis of materials in the textbook entitled “Active English 5” for the fifth grade of Elementary school published by PT. Tigaserangkai Pustaka Mandiri, the writer can draw the conclusion from the research finding as follows:

- a. The compatibility of the materials in the textbook with the criteria of material design suggested by Rajan is ten (10) criteria found of eleven (11) criteria. They are Motivating, Meaningful, Appropriate, Graphic, Graded, Interesting, Interactive, Integrated, Contextual, and Creative.
- b. Based on the criteria of material design suggested by Rajan, the writer stated that English textbook entitled “Active English 5” for the fifth grade of Elementary school published by PT. Tigaserangkai Pustaka Mandiri is a very good textbook. It has proven in this research analysis that the

compatibility of “Active English 5” Based on Rajan’s criteria is 90,91%.

2. Suggestion

The writer gives some suggestions to the person who has relation with this research. The suggestions are:

a. For the elementary English teacher

The English teacher should be able to choose a suitable textbook for the students and that is appropriate with the levels. The English teacher should select textbooks that are more innovative. So, the students will be more interested in learning and be able to understand the material.

b. For the author of English Textbook

The authors should improve more innovation in the textbook, such as adding pictures and gives a nice color in textbook. With the innovations in the textbook, the students will be more motivated and interested in learning. The writers should complete the textbook with cassettes which contain sound of native speaker. So, the students will be able to improve their speaking and listening skills.

c. For the next researcher

For the next researchers, who are interested in analyzing textbooks can study the other aspects. This study limits on the compatibility the materials of English textbook with the criteria of good material design suggested by Rajan. The next researchers can study in other aspects not only compatibility of the textbook, but also in grammaticality, contextual learning, pronunciation, vocabulary and others.

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